The Addison celebrates its 75th Anniversary
Eager to build bridges between alumni of color and today’s students of color, the Academy was host to Andover Black and Latino Alumni/Student Gathering Day on Saturday, April 8. The event brought more than forty alumni back to campus, offering them a chance to reconnect with one another, while also providing them an opportunity to share their wisdom and experience with current students. More than eighty people, including students, faculty, and alumni, participated in the day’s events.

Organized through a collaborative effort of three PA organizations—Community & Multicultural Development (CAMD), the Office of Alumni Affairs, and the Afro-Latino-American Society (Af-Lat-Am)—most of the alumni came from the East Coast, but represented a wide range of class years, from 1972 to 2005. During the day, students and alumni discussed their common experience as students of color on the Andover campus, and the alumni offered students their thoughts about what lies ahead of them as they move on to college and into the career world.

“The day surpassed expectations, which were already high to begin with,” said Allison Picott ’88, leadership gifts officer. “It was wonderful to see some faces on campus I haven’t seen since I was a student. It was an exciting and emotional day, and everyone walked away feeling closer to the institution. I was overwhelmed by the number of people who expressed a desire to play a more active part in the Andover community.”

Alumni of Color Return to Andover

Alumni participants:

Momo Akade ’00
Jessica Alcantara ’04
Ivan Arzu ’94
Stephanie Araujo ’01
June Arrington ’97
Chris Auguste ’76
Torrence Boone ’87
Brian Bradford ’90
Danielle Brown ’97
David Brown ’95
Terry-Ann Burrell ’95
Yasmeen Coaxum ’93
Darryl Cohen ’92
Naomi Cromwell ’88
Fiona Cumberbatch ’94
Candace Douglas ’00
Valentine Douglas ’91
Erick Espin ’97
Rosalina Feliciano ’81
Michelle Gittens ’99
Adayna Gonzalez ’94
Natalie Grizzle ’97
Tamika Guishard ’98
Jordan Harris ’02
Gary Lee ’74
Yohance Maqubela ’91
Ed McPherson ’72
Natasha Midgley ’05
Rasaan Ogilvie ’97
Bonnie Oliva ’00
José Powell ’91
Mariselas Mondesi-Powell ’91
Nicole Rattless ’95
Desiraé Simmons ’01
Terri Stroud ’88
Willie Tate ’90
Camille Taylor ’93
Nashira Washington ’97
Nicole Wynn ’87
Teri Moss-Tyler ’00
Allison Picott ’88
LEADERSHIP GIFTS OFFICER
II. BED OF THE BEAUTIFUL
The Addison Gallery of American Art celebrates its 75th Anniversary
by Brian Allen
Since founder Thomas Cochran’s time, the “best of its kind” defines almost every aspect of the Addison collection.

19. EDUCATIONNEWS.ORG INTERVIEWS
VICTOR HENNINGSEN ’69
Interview by Michael Shaughnessy
Henningsen got excited about history when he was a PA student in the sixties. He now passes on that excitement to his students and hopes it takes.

21. WORKING INSIDE AFGHANISTAN
AFTER THE TALIBAN
by Stephen Porter
Sarah Chayes ’80, a journalist who stayed in Afghanistan to help the people of Kandahar, is recognized with the 24th Claude Moore Fuess Award.

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LETTERS TO THE EDITOR

I want to say how much I enjoyed your articles on PA athletics in the winter Andover Bulletin.

Having had five wonderful years (1954 to 1959) at PA, and having been a part of winning varsity football and track and field teams that beat Exeter often, I have very fond memories. Your articles on a broad cross section of students were particularly great to see, as they say what many alums feel.

I have just retired after forty-two years as a football coach, track and field head coach, AD, and math teacher, thirty-six of which were in boarding school. The article in which the athletic director talks about the “triple-threat” concept continuing at PA as a model is indeed stated so well, especially in this era of specialization and compartmentalization.

I hope other graduates feel as I do about PA athletics and will communicate it.

I am now coaching part time at Georgetown University in its track and field program, for my love of coaching and its role with students is still burning.

—Ed Rice ’58, Arlington, Virginia

Skip Eccles [In Memoriam, winter Bulletin] liked to jog to his early morning math class. I was less enthusiastic. Mathematics was not my favorite subject during my upper year, and I could barely drag myself to breakfast and then, ugh, equations.

But on a day in 1968, one that has remained close in my mind, Skip Eccles was late to his class and somber when at last he arrived.

“I want to read to you,” he said. And then he did something puzzling: he pulled out of his pocket a small book, and after reading a few lines seemed to stumble.

“No man is an island, entire of itself,” he read. “Every man is a piece of the Continent, a part of the main.” He caught his breath and continued.

“. . . Any man’s death diminishes me, because I am involved in mankind . . .” John Donne’s Meditation XVII, OK, I thought. What’s up? What does this have to do with mathematics?

“And therefore, never send to know for whom the bell tolls; it tolls for thee,” he continued.

Eccles broke down and wept before us and waved his hand to indicate that class was dismissed.

This is how, at Andover, I learned the news that Martin Luther King Jr. had been assassinated.

—Alex Van Oss ’69, Washington, D.C.
Ambassador Paul Bremer ‘59 speaks on campus in February

The man who announced to the world, “Ladies and gentlemen, we got 'em!,” upon the capture of Saddam Hussein by American troops in December 2003, spoke at his prep school alma mater on February 14. Ambassador L. Paul “Jerry” Bremer ’59 cautioned his audience, “Establishing democracy in Iraq will not be easy,” and he added, “There will be bumps in the road—getting there may produce results we may not like.”

Bremer, who for fourteen months headed the provisional government in Iraq after the fall of Saddam Hussein, was invited to campus by the history and social science department. The department’s chair, Peter Drench, used Bremer’s new book, My Year In Iraq, released in January by Simon & Schuster, as a jumping-off point in interviewing Bremer before an audience that packed the Tang Theatre in George Washington Hall.

In a wide-ranging discussion focused mainly on the war and the Bush administration’s Iraq policies, which he supports—specifically the goal of establishing a democratic government—Bremer stated, “Self-governing people are going to be more peaceful and that is going to be in our interest.” Believing the United States needs to show the world that an Arab-Muslim country is capable of self-governance and that democracy is the way forward, Bremer asserted, “It is democracy that these terrorists hate most of all.”

Following the interview, students and others waited in long lines to ask Bremer questions. Some pointedly questioned the wisdom and morality of going to war in the first place. Two alumni, Alan Cantor ’76 and Thomas Bunnell ’75, handed those entering the theatre talking points the pair hoped audience members would pose to Bremer. Their flyer stated, “We—representing a group of Andover alumni—wish to use this as an opportunity to engage Ambassador Bremer in a real discussion about the Iraq war, its aftermath, his role as presidential envoy, and his current effort, through his book My Year in Iraq and his speaking tour, to recast his historical role and to reshape perceptions of the American occupation.”

After his talk, students and others clutching Bremer’s book waited in a double line that stretched from the Tang Theatre’s stage, where Bremer was seated at a table ready to autograph his work, into the lobby of George Washington Hall.

A review of Bremer’s book by Dexter Filkins in the New York Times Book Review acknowledged Bremer’s leadership in drafting Iraq’s interim constitution as well as the “heretofore secret dialogue he carried on with Grand Ayatollah Ali al-Sistani,” the Shite leader, during the period that led to free elections and the restoration of Iraqi sovereignty. “These are Bremer’s principal accomplishments,” concluded Filkins, “and he deserves our gratitude for bringing them off.” The reviewer criticized Bremer, however, for “keeping silent” when he perceived that Iraqi security forces weren’t up to the job and that there was a need to increase American troop strength.

A longtime public servant, mainly in the foreign service, Bremer was a twenty-three-year employee of the U.S. State Department, serving six secretaries of state. He has held positions in several American embassies including in Afghanistan, where his career started, and east Africa. In 1983 President Reagan appointed him ambassador to the Netherlands.

President Clinton chose Bremer, in 1999, to be chairman of the National Commission on Terrorism, and President George W. Bush ’64, in 2002, appointed him to his Homeland Security Advisory Council. Educated at Yale and Harvard, where he received an MBA degree, Bremer interrupted his career in public service for fourteen years to work in private industry, including as chairman and CEO of Marsh Crisis Consulting Company. He also served on the boards of numerous companies.

—Paula Trespas
Trustees Approve 2006–07 Budget

In their winter meeting, the Phillips Academy Board of Trustees approved an operating budget of $80 million, an increase over last year’s budget of $76 million, and approved a 2006–07 boarding student tuition of $35,250 and a day student tuition of $27,450. They also affirmed Andover’s strong commitment to financial aid by approving a budget of $11.693 million. This figure represents 32.4 percent of tuition revenue and an increase of $870,000 over last year.

Faculty Emerita Susan M. Lloyd Wins McKeen Award

In recognition of her contributions toward making the Phillips Academy community a more successful and equitable coeducational environment, former PA teacher Susan M. Lloyd was presented with the McKeen Award in January. The McKeen Award is given annually to a member of the Phillips Academy community who exemplifies “inspired and dedicated leadership in education” in the spirit of Philena McKeen, former principal of Abbot Academy.

Lloyd came to Abbot Academy in 1968 as a history and social sciences instructor, later joining the Phillips Academy faculty when the two schools merged in 1973. A committed social activist, Lloyd was an influential voice on campus and a strong role model for female students. She established PA’s first service-learning course, the Urban Studies Institute, which provided an opportunity for PA and Lawrence High School students to work together in the classroom and do field research and community service. She was also involved in the creation of the school’s Gay/Straight Alliance in 1988, and she taught courses on Women’s History and on History of Racism/Ethnic Studies.

In 1978 Lloyd was commissioned by PA to write the history of Abbot Academy, A Singular School: Abbot Academy 1828–1973. She retired from Phillips Academy in 1997 and lives in Vermont.

Eight Teachers Awarded Instructorships and Foundations

During Trustees Weekend in January, Dean of Faculty Temba Maqubela and Dean of Studies Margarita Curtis announced the recipients of eight instructorships and foundations. The recipients of the prestigious honors were:

Math Department Chair Suzanne Buckwalter, The Zuckerman Fellowship for Teaching and Learning; English Instructor Jeff Domina, The Richard J. Phelps Instructorship; History and Social Science Instructor Emma Frey, The Frederick S. Allis Jr. Teaching Instructorship in History; Biology Instructor Raj Mundra, The Mesics Family Campaign Andover Instructorship; Physics Department Chair Kathleen Pryde, The George Peabody Foundation; Russian Department Chair Victor Svec, The A. Wells Peck Teaching Foundation; Music Instructor Peter Warsaw, The Donna Brace Ogilvie Teaching Foundation; Art Instructor Thayer Zaeder, The Lumpkin Family Bicentennial Instructorship.

Among those attendees who honored instructor in history and social sciences emerita Susan MacIntosh Lloyd in January are, from left, trustee emerita Elizabeth Parker Powell ’56; Head of School Barbara Landis Chase; Nancy Sizer, Lloyd and her husband, instructor in art emeritus, Robert Lloyd; Theodore Sizer, PA’s 12th headmaster; and the Sizers’ daughter Judith Sizer ’77.
Based on the compiled results of recent Advanced Placement (AP) exams, the College Board, for the second consecutive year, has recognized Phillips Academy for offering music theory and physics courses that are among “the strongest in the world.”

According to the College Board, no other school in the world of a similar size had a greater percentage of its student body achieve a grade of “3” or higher on three different AP exams: the AP music exam, the AP physics mechanics C exam, and the AP physics electricity and magnetism C exam. Andover’s statistics were compared to those of other “large size” schools that enroll 800 or more students in grades ten through twelve.

Making the honor particularly noteworthy is the fact that Andover is the only school in New England, and just one of eight schools of any size in the world, to be recognized by the College Board for earning such a distinction on three or more AP exams. In total, the College Board administers AP exams in thirty-five different subject areas.

Andover teachers teach their specialties. Top, Fei Yao, physics; center, Clyfe Beckwith, physics; bottom, Peter Warsaw, music theory.
Why would the publication of cartoons by a Danish newspaper spark outrage in Muslim communities worldwide? Is this simply a free speech issue, or does it have more to do with racism and religious insensitivity? Were the cartoons themselves to blame for the recent violent protests, or were there other underlying causes?

These were just some of the questions on the minds of faculty and students who gathered in Ropes Salon in Commons in late February to discuss the controversy generated by the publication of cartoons of the Prophet Muhammad that critics argued were blasphemous. The event, titled “Cartoons of the Prophet Muhammad: Mis-Understanding the Controversy,” was organized by a coalition of concerned students and faculty spearheaded by Raj Mundra, assistant dean of Community and Multicultural Development (CAMD).

The event helped members of the Andover community move beyond initial impressions and reactions to develop a deeper understanding of the causes of and issues raised by the controversy, and, according to Mundra, helped lay the groundwork for the larger, more formal panel discussion held on April 26 titled “Islamophobia.”
Faculty in the News

Head of School
Barbara Landis Chase Joins Board of Lawrence Boys and Girls Club
In January, the Lawrence Boys and Girls Club appointed Head of School Barbara Landis Chase to its Board of Governors.

Chase’s appointment strengthens a long-standing partnership between the two institutions. For more than fifteen years students from Andover who participate in the school’s community service program have played an important role in the club’s success, serving as volunteer coaches, homework helpers, and art instructors.

John Rogers Appointed Dean of Studies
John E. Rogers has been appointed to a six-year term (2006 to 2012) as dean of studies.

Rogers will be responsible for overseeing and coordinating the academic program of the school. As a member of the Senior Administrative Council, he will work closely with the dean of faculty and the head of school on issues related to curriculum development and the implementation of the school’s 2004 Strategic Plan.

Marlys Edwards Reappointed Dean of Students
In mid-January, Head of School Barbara Landis Chase reappointed Marlys Edwards to a two-year term as dean of students, a position Edwards has held since August 2002.

Edwards plans to use the next two years to achieve several goals: revise the current life-issues program by instituting ideas from the non sibi residential education program developed by the grade task force, institute a debit card system for students, and help create a campus that is more environmentally aware.

Linda Griffith Appointed Dean of CAMD
Linda Griffith was appointed in February to a six-year term (2006 to 2012) as dean of Community and Multicultural Development (CAMD), an office charged with raising awareness of and encouraging sensitivity to differences of race, ethnicity, religion, gender, socioeconomic class, and sexual orientation.

In her role as CAMD dean, Griffith will be a member of the Senior Administrative Council, take the lead in multicultural community programming, and chair the Multicultural Advisory Committee.

Raj Mundra Appointed Assistant Dean of CAMD
Biology instructor Raj Mundra has been named assistant dean of the office of Community and Multicultural Development (CAMD). Mundra, who first came to Andover in 1991 as a teaching fellow and then returned in 1996 as a member of the faculty, has been serving as CAMD’s interim associate dean and international student coordinator since last summer.

Chera Reid Appointed Director of IRT
Chera Reid has been named as the new director of the Institute for Recruitment of Teachers (IRT), a PA summer outreach program devoted to increasing diversity in education by encouraging outstanding students of color to enter the teaching profession. Reid, who has worked for the program for the past three years, is responsible for managing daily program activities, meeting regularly with the program’s advisory board, advising and counseling students as they apply to graduate school, and working closely with graduate school deans across the country.

Susanne Torabi appointed International Student Coordinator
German instructor Susanne Torabi has been appointed international student coordinator in the office of Community and Multicultural Development (CAMD). Torabi’s role will be to advocate for international students and work to promote understanding and appreciation of foreign cultures. Other responsibilities include assisting international students and their families with all aspects of life at Phillips Academy. She will continue to teach German classes.
“Your leg bone connected to your knee bone . . .”
A Centuries-Old Abbot Academy Skeleton Keeps on Teaching

When a mercenary in the British army was fatally shot in Canada for desertion during the Revolutionary War, little did he know his final resting place would be at Phillips Academy. In a large Tupperware storage bin. And the hapless Prussian soldier surely could not have imagined the attention and respect he would receive posthumously from PA students and faculty.

“He is quite valuable and absolutely irreplaceable,” says Patricia Russell, head of the Division of Natural Sciences. “We are very lucky to have the real thing because it is virtually impossible for high schools to acquire human bones nowadays. Anything used for teaching is plastic.”

The details are unknown, but the soldier’s remains somehow came into the possession of a Vermont doctor and medical teacher. After the doctor retired from practice, he sold the skeleton to Abbot Academy, probably in the 1830s.

With mottled yellowish-brown bones screwed or wired together, the dangling skeleton was a grim participant in Abbot Academy anatomy and physiology classes for well over a century before being relocated to Evans Hall on the Phillips Academy campus in 1973 at the time of the two schools’ merger.

Realizing that the irreplaceable bones, left hanging, were prone to damage, Russell disassembled the osseous personage in 2003 when it arrived at its new home in the Gelb Science Center. Remarkably, all 208 bones are present and the pelvis and most teeth are still intact.

Each year PA anatomy and physiology students identify individual bones, reassemble the skeleton on a lab countertop, and learn how to determine a skeleton’s gender, height, approximate age, and possible health issues at the time of death.

The Abbot skeleton also had a starring role in a recent class on forensic anthropology, taught by Malinda Blustain, director of the Robert S. Peabody Museum of Archaeology. “If students learned only one thing,” she says, “it was to treat human remains with great care and respect.”

—Jill Clerkin

STUDENTS IN THE NEWS

Katherine Chen ’06, Semifinalist in National Science Competition

Katherine Chen ’06 won a $1,000 college scholarship for herself and a matching $1,000 for the enhancement of science education at Andover by being named a semifinalist in one of the nation’s most prestigious pre-college science competitions, the Intel Science Talent Search.

Chen, the daughter of Tze Chiang and Sheng Hui Chen of Yorktown Heights, N.Y., submitted a paper titled “Effect of Electrical Stress on Gate Current in Metal-Insulator-Silicon Structures.” The goal of her project is to develop a greater understanding of why electronics break after constant or frequent usage.

Chen competed against 1,558 entrants from 486 high schools in forty-four states to become one of just 300 students nationwide to earn the semifinalist designation earlier this year.

Three PA Students Debut at Carnegie Hall

Violinist Paul Joo ’08, pianist Jae Han ’06, and cellist Kevin Olusola ’06 earned the right to perform at Carnegie Hall in the Third Annual American Fine Arts Festival in January by winning a musical competition that pitted them against other music students from across the nation. The competition was open to soloists and chamber groups who play Mozart chamber pieces. The students performed together as a trio, playing the allegretto movement of Mozart’s Piano Trio, K. 564; Han and Olusola also each performed a solo.

2006–07 Student Council Leaders Chosen

Following many weeks of campaigning in early spring that culminated with All-School Meeting speeches by the three final candidates, Daniel Silk ’07, a day student from Lowell, Mass., was elected next year’s student council president. James Freeman ’07, a first-year upper from Lincoln, Mass., will serve as vice president. Both Silk and Freeman spoke of increasing communication between students and administration as one of their major goals. Silk will replace outgoing Student Council President Ali Siddiqi ’06.
Viruses. Spyware. Updates. Downloads. Spam. Corruption. Cookies. Crash! About 98 percent of Phillips Academy's 1,100 students own a desktop or laptop computer, as do nearly all residential faculty and staff. All that technology means productivity—and problems.

TechMasters to the rescue! An on-campus organization of technology-savvy students, TechMasters provides free high-level application and system configuration support for computers owned personally by students and residential faculty and staff.

“Typical complaints are loss of Internet access and slow-running computers,” says Parag Khandelwal ’06, TechMasters president. “Most of our service calls involve fixing Internet connections, resolving drive conflicts, and enhancing system performance by eliminating viruses, spyware, and other malicious code.”

“An average of fifteen service requests are initiated each week through our Web site, and we are able to resolve about 70 percent of the problems,” says Erika Chow ’06, assistant to the TechMasters president. Unresolved problems and hardware issues are referred to the office of technology’s Help Desk.

Founded in the mid-nineties, TechMasters membership began to grow when PA installed its campuswide computer network in 1998. The organization was entrusted with its own Windows and Linux servers to use for training and experimentation, to host the TechMasters Web site, and to manage its independent work-order system.

“Because some classes require Internet access from day one, there’s a big rush at the beginning of the school year to get student computers up and running,” says Valerie Roman, director of technology. “Then, after midterm breaks, students return with laptops loaded with viruses and spyware. TechMasters work very hard and are especially helpful during those periods.”

Along with providing a valuable service to the PA community, TechMasters’ major goals are to help students achieve a higher level of technical competence through training and hands-on experience and to increase awareness of ever-changing technological issues. The organization meets weekly for peer training, seminars, work order review, and discussions with PA’s technology staff.

When Roman first began working at the Academy in 1997, there were eight TechMasters; today there are fifty-four. Students can apply time spent on TechMasters service calls to PA’s required ninety minutes of weekly work duty.

—Jill Clerkin

Who ya gonna call?

Tech-savvy TechMasters help keep campus computers running smoothly

At a weekly TechMasters meeting at the Gelb Science Center, students gather to discuss recent service calls, new work orders, and assorted technology issues with Valerie Roman, director of technology (front, fourth from right), and Mary Ellen Witman, assistant manager of the PA Computer Center (third from right).

OFFICE OF TECHNOLOGY STATS:

• About 98 percent of PA students have their own computers; 64 percent are laptops.
• Ninety percent of student-owned computers use Windows OS.
• Andover has a 100 MB connection to the Internet.
• Approximately 7,000,000 incoming and outgoing e-mails are processed during a 3-day period.
• In January, 182,775 viruses were stopped at PA’s firewall and 1,030,166 spam e-mails were identified.
• PA’s computing infrastructure is made up of approximately 50 Windows, Unix, and Linux servers.
• The Academy owns 749 computers and 164 printers on campus.
Special guests on campus

Academy Award-Winning Director Ross Kauffman
Ross Kauffman, co-director of the film *Born Into Brothels*, winner of the 2004 Academy Award for Best Documentary Feature, was named the 2006 Kayden Visiting Artist. He was on campus for a three-day residency in early April. In *Born Into Brothels*, directors Zana Briski and Kauffman chronicle the amazing transformation of the children of prostitutes who live in the red-light district of Calcutta.

Kauffman presented *Born Into Brothels* in Kemper Auditorium and later joined his audience for a Q&A session. He also participated in several video, visual studies, and studio art classes. An exhibition that included twenty of the children’s photographs was on display in the Gelb Gallery.

The Kayden Visiting Artist program is funded by the Bernard & Louise Kayden Fund, established in 1970 by Bernard and Louise Kayden, parents of Jerold S. Kayden ’71.

NPR Journalist Mike Shuster
For more than twenty-five years, Mike Shuster has traveled the globe as a journalist for National Public Radio, reporting most recently from various Middle East hot spots. Shuster’s talk, “Covering the Axis of Evil: Intelligence, Nuclear Proliferation, and the Public’s Need to Know,” addressed the challenges of reporting on secret activities in hard-to-reach places and explored provocative ethical issues related to journalism and the public’s right to be involved in critical decisions in a democracy.

African American Historian Nell Irvin Painter
Noted historian Nell Irvin Painter gave a lecture in March titled “Black Portraiture: Between Invisibility and Stereotype” in conjunction with the Addison Gallery’s exhibition *Portraits of a People: Picturing African Americans in the Nineteenth Century*.

Violinist, Pianist, and Composer John Ferguson
In mid-January the music department gave a violin recital featuring John Ferguson, a multifaceted violinist, pianist, and composer whose unique programs reflect his diversity as a musician. Ferguson’s innovative performance included contemporary music, rare and unusual classical repertoire, original works, and experimental music.

Harvard University Economist Dr. Roland Fryer
On Martin Luther King Jr. Day, the All-School Meeting keynote speech was delivered by Dr. Roland Fryer, a 28-year-old assistant professor of economics at Harvard. Fryer is considered a rising star in the academic world because of his unique application of economic and scientific tools to issues of race and inequality.

All the News That’s Fit to Post…
Go to www.andover.edu and click “Newsroom” for story details and additional Andover news.
For seventy-five years, the Addison Gallery of American Art has been a greenhouse for ideas, a place of refuge, and a jewel among museums. Now it’s time to celebrate. It’s also a good moment to share some memories with our core Phillips Academy community and tell you something about our current work.

Our founder, the financier Thomas Cochran, was a visionary. Using abundant resources, he remade the campus. He also realized a more unusual—indeed, unique—goal. Cochran created the Addison to invest in the boys of Phillips Academy what he called “a love of the beautiful.” When it opened its doors in 1931 in a stately building designed by Charles Platt, the Addison was one of the few museums specializing in American art and the only academic art museum affiliated with a secondary school.

Cochran accomplished his adventure with the counsel of art world friends, an advantage since he was not a collector. Through his purchases or the gifts he engineered, about 600 objects from most artistic media established the museum. I would freely use the word “superb” to describe the Addison’s holdings from its earliest days. Among them are iconic paintings by Winslow Homer, Thomas Eakins, James McNeill Whistler, John Singer Sargent, George Inness, John Singleton Copley, and Benjamin West. Cochran’s taste was conservative in that he preferred the “Old Masters” of American art but certainly catholic, in that he saw the term “American art” as comfortably embracing silver, furniture, and even models of famous ships. The ship collection is a favorite among our visitors and, for Cochran and for us today, reflects the best of its kind.
“The best of its kind” defines almost every aspect of the Addison collection, which has grown to nearly 15,000 objects. Not one of Cochran’s acquisitions was abstract or modernist, though very soon after the museum opened this was remedied. Over the years the Old Masters were joined by new, fresh faces. The collection is still encyclopedic, but, of course, that term changes as American art changes. It has grown in all areas but especially in art by living artists. As John Sloan, George Bellows, Marsden Hartley, Edward Hopper, Georgia O’Keeffe, Charles Sheeler, Jackson Pollock, Jasper Johns, Frank Stella, Agnes Martin, Richard Serra, Kenneth Nolan, Louise Nevelson, Chuck Close, Alex Katz, Lorna Simpson, Anna Gaskell and many others grew in fame—and often long before—so, too, did some of their best work enter the Addison.

In 1934, at a cost of $5 a print, the Addison bought work by the photographer Margaret Bourke-White, its first purchase in that medium. With this prescient acquisition the gallery became an early player in the realm of collecting photographs. While the Addison’s collection offers an exemplary overview of the history of American photography, its significance lies in in-depth holdings of works by key artists, including Eadweard Muybridge’s “The Attitudes of Animals in Motion” from 1881 as well as Robert Frank’s series “The Americans” from 1955. We have great strength in every area of photography but especially in Western landscapes, nineteenth- and twentieth-century documentary photography, street photography, and conceptual work.

A museum director friend aptly summarized the strength of the Addison’s collection. “Having three

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1931: The museum’s first exhibition showcases late Addison art committee member Lizzie P. Bliss’s (1864–1931) collection of cutting edge modern American and French art. Her bequest to the Addison includes paintings by Walt Kuhn and Maurice Prendergast.

1933: Studio art classes for Phillips Academy students commence in the basement of the Addison; Bartlett H. Hayes Jr. ’22 (1904–1988) is hired as an art instructor.

1934: The Addison purchases four pictures by Margaret Bourke-White, the first photographs to enter the museum’s collection.

1936: Famed architect Frank Lloyd Wright lectures to the Phillips Academy community at the Addison Gallery on October 23.

1938: The Addison assembles the first ever John Sloan retrospective exhibition and publishes the accompanying catalogue.

1940: Charles H. Sawyer assumes the directorship of the Worcester Art Museum. Bartlett H. Hayes Jr. is appointed director of the Addison and chairman of Phillips Academy’s art department.

1943: The museum acquires Alexander Calder’s *Horizontal Spines* (1942) and Washington Allston’s *Italian Landscape* (c. 1805).

1944: Miss Anne P. Peabody, registrar at the Addison, donates Josef Albers’s *Bent Black (A)* (1940) to the museum through Hayes’s “Art Begins at Home: The Addison Gallery Gift Plan” project.
1946: Winslow Homer’s *Kissing the Moon* (1904) and Childe Hassam’s *Avenue of the Allies* (1918) arrive at the Addison, bequests of Candace C. Stimson.

1946: Charles Sheeler serves as the Addison Gallery’s first artist-in-residence.

1947: Hayes mounts *Seeing the Unseeable*, a retrospective exhibition of work by Hans Hofmann. *Search for the Real and Other Essays*, the first anthology of essays composed by an Abstract Expressionist artist, is published.


1953: Georgia O’Keeffe donates twenty-two volumes of Alfred Stieglitz’s magazine *Camera Work*.

1953: The Addison mounts the first museum exhibition of selected works belonging to art collector William H. Lane.

1956: In celebration of the Addison’s 25th Anniversary, a number of prominent works enter the museum’s collection, including Frederick Remington’s *Moonlight—Wolf* (c. 1909), John F. Peto’s *Office Board for Smith Brothers Coal Company* (1879), and Edward Root’s donation of *Freight Cars, Gloucester* (1928) by Edward Hopper.

1957: George Inness’s *The Monk* (1873) is given by Stephen C. Clark in honor of the 25th Anniversary.

1958: William and Saundra Lane donate Patrick Bruce’s *Peinture/Nature Morte* (c. 1924), Franz Kline’s *Abstract* (1948), and Hyman Bloom’s *Cadaver No. 1* (c. 1952).

1964: Hayes appoints Christopher C. Cook (b. 1932) to the position of assistant director.

1967: Cook curates *Feelines: The Nature of Things Perceived Through Touch*, one of many interactive exhibitions that encourages a greater range of sensory experience.
great Homers and three great Eakinses, for a European museum, would be like having three Rembrandts and three Raphaels.” Taking everything else into account, it is no surprise that the Addison is ranked among the top collections of American art.

The Addison, of course, not only collects but interprets through masterful exhibitions. Very early on, the Addison was a pioneer in showing the work of living artists. The first retrospective of John Sloan occurred here; as did the first exhibition devoted to an Abstract Expressionist, the artist Hans Hofmann; the first Josef Albers show; one of the first Hopper shows; and important mid-career shows featuring major photographers, all establishing the Addison as a small museum packing a powerful intellectual punch.

Today the museum’s exhibitions travel around the world, attracting acclaim from the public, scholars, artists, and critics. Our William Wegman retrospective, currently on view until July 31, will reopen the Smithsonian Museum of American Art, closed for four years, on July 4. A show of our great paintings travels to Dallas, London, Venice, and Fort Lauderdale in 2008. I am particularly proud of the depth and breadth of our exhibitions. We work with Yale University Press, which is our co-publisher, on producing the very best catalogues. In the next few years alone, our exhibition topics will include, besides Wegman, Jennifer Bartlett’s early plate work, Whistler’s views of Battersea Bridge, the career of internationally acclaimed artist Sheila Hicks, John La Farge in the South Seas, the late work of John Marin, and contemporary art in Los Angeles.

The golden thread running through everything we do is the Edward Elson Artist-in-Residence program. We invite three to six artists to the Addison each year to engage students and the community in discussions, observation, and the making of art. The Addison residency actually began in 1946 with Charles Sheeler. It continued informally until 1981, when it was endowed through the generosity of Edward E. Elson ’52, now a charter trustee. The program supports contemporary art by bringing established and emerging artists to campus to create and exhibit work. Most of the great artists of our time, and we expect many of the great artists of the future, have come to the Addison to work. The sparks they generate among students and in their own work are amazing to watch.

The Addison sponsors some of the most innovative programs of any museum, and everything we do is free to the public. Our success has very much been a communal effort, stimulated in part by a visionary founder and by the five visionaries who preceded me as director: Charles Sawyer ’24, Bart Hayes ’22, Chris Cook, Jock Reynolds ’65, and Adam Weinberg. An extraordinary and small staff produces almost twenty shows a year, some of which travel. We have an outstanding group of supporters nationwide helping us to make our good work possible. With all the events surrounding our seventy-fifth anniversary, we hope to make our base bigger and stronger than ever.

At the center of everything we do is looking, teaching, and learning. The Addison is a museum with international renown, but our mission targets the individual student. That student could come from Phillips Academy or from one of the schools in the region. Someone wanting to learn from art can come with a class or alone. One of the great pleasures of the Addison is its accessibility and scale, promoting a wonderfully contemplative experience. Or the student can be a lifelong lover of art, a scholar, or an artist. Art might be the student’s primary love but it could be history, literature, music, philosophy, drama, or science, since the Academy uses our collection and our exhibitions for learning in as many subjects as you can imagine. Hundreds of classes use the Addison every term, generating the excitement of possibility and creativity.

Please come and visit the next time you are in Andover. I hope you take the time to introduce yourself to me and, of course, to look and think and learn and enjoy.

—Brian Allen is the Mary Stripp & R. Crosby Kemper director of the Addison Gallery of American Art.
1969: Bartlett Hayes becomes director of the American Academy in Rome; assistant director Chris Cook begins his 20–year tenure as director of the Addison.

1973: The exhibition The Black Photographer 1908–1920 is organized by the Addison.

1981: Edward E. Elson ’52, endows the Addison’s artist-in-residence program.

1981: The Addison’s 50th Anniversary celebration begins on May 8. Related activities include film screenings, live music, art-making workshops, and seminars. The exhibition Frank Stella: From Start to Finish, showcases the artistic process of Stella ’54 and draws national attention.


1989: Chris Cook steps down as director to teach full-time at Phillips Academy. Artist Jock Reynolds ’65 (b. 1947) becomes the Mary Stripp & R. Crosby Kemper Director.

1991: The Addison Art Drive is launched to add one hundred modern and contemporary works to the permanent collection and 113 works are acquired, among them Ellsworth Kelly’s Untitled (Green, Red-Orange) (1974), Jasper Johns’s Untitled (Target) (1958), Maud Morgan’s Gyre #3 (1947), and Martin Puryear’s sculpture Untitled of 1981.

1993: To preserve the Addison’s legacy, the museum building is retrofitted with a state-of-the-art climate control system.

1995: Photographer Robert Frank serves as one of six Elson artists-in-residence. The exhibition Robert Frank—The Americans showcases the purchase of the photographer’s landmark 84–image series for the permanent collection.


ELSON ARTIST-IN-RESIDENCE

The Addison’s Edward E. Elson Artist-in-Residence program brought Alexis Rockman to campus in the spring of 2005. Above, history students accompanied by their teacher Edwin Quattlebaum III ’60, far left, view Rockman’s oil and acrylic painting titled Manifest Destiny, a challenging and apocalyptic mural depicting the ruins of Brooklyn, N.Y., in the wake of an environmental catastrophe in the year 5000.

Eadweard J. Muybridge (1830–1904)/Plate 625: Animal Locomotion, 1881 albumen print mounted on heavy-weight paper, 18 3/8 x 23 1/4 in. gift of the Edwin J. Beinecke Trust

Robert Frank at the Elson Arts Center, Phillips Academy, 1995. Addison Gallery Archives
1996: David Ireland, Elson artist-in-residence, designs the Abbot Hall artist apartment in conjunction with architect Henry Moss and J.F. Sirois Architectural Woodworking.

1998: Jock Reynolds leaves the Addison to become the Henry J. Heinz II Director of the Yale University Art Gallery.


2004: Brian Allen (b. 1956) becomes the Mary Stripp & R. Crosby Kemper Director of the Addison.

2006: The exhibition Portraits of a People is dedicated to the memory of Charles Beard ‘62 (1943–2004), member of the Phillips Academy Board of Trustees and the Addison’s Board of Governors.

2006: The 75th Anniversary celebration begins with a series of exhibitions, including In Focus: 75 Years of Collecting American Photography and Coming of Age: American Art, 1850s–1950s, that highlight permanent collection masterworks from all media.

2007: The next seventy-five years begin with the major retrospective exhibition William Wegman—Funney/Strange.
Michael Shaughnessy of EducationNews.org interviewed Victor Henningsen III, instructor in history and social science, for an extensive article that appeared in the March 23 edition of the online publication.

The article, “Interview with Victor W. Henningsen: On Propelling Students to Greatness,” was a title which Henningsen resisted. “I dispute the notion of instilling greatness,” he said during the course of his interview with Shaughnessy. “I don’t know what that means, and I certainly wouldn’t claim that anything we do makes people ‘great.’ I do think we labor to instill excellence, both in performance and as a standard to measure oneself by. We help kids understand that they can work harder than they thought possible and achieve at a level they never believed possible.”

During the course of the interview, Henningsen spoke of his history with Phillips Academy, which started with his time as a student here in the ’60s, and then proceeded to discuss teaching philosophies, personal influences, and the importance of teaching students about history. The full text of Henningsen’s interview can be found in the Newsroom on PA’s Web site or at www.educationnews.org. The following is an excerpt from the interview.

Michael Shaughnessy: How do you convince your students as to the importance of history and knowing about the past and its importance?

Victor Henningsen: Usually by saying something like, “Either you learn and understand this or you’ll spend your life in the power of those who did and do.”

But, really, it’s not much of an issue. Our kids may not like history, but they understand that it’s something they need to know and know how to. They understand that knowing how to think like a historian, to think historically, is useful and will serve them well in the future. They also understand, or come to understand, that thinking historically is different than thinking like scientists or mathematicians, which they also must learn how to do.

As for me personally, the reason I returned to teaching high school was because I got tired of preaching to the choir—the already converted—in college sections. I found that the kid I most enjoyed working with was the one who was only in the course to get the credit. Once, memorably, a student told me, “Look, I’d rather spoon-feed rats than be in this course.” That’s the kid I want to teach—the skeptic. I enjoy the challenge of convincing those kids that history is not some arcane exercise accessible only to the exceptionally literate, but something that they can do—and enjoy! In my experience, most people who are truly excited by history got that way because they had a terrific high school teacher. There are worse things in life to do than to try to be that teacher.

So I guess I would say that I just try to share with my students the excitement I feel about history and hope it rubs off. The best example I have that it sometimes works comes from the winter we studied the impeachment and trial of Andrew Johnson while the Clinton impeachment trial was in progress. My sections split into groups to do in-depth analyses of particular aspects of the 1868 trial—the individuals involved, the issues, the strategies on both sides—and every day they reported on their research into the Johnson case and we discussed the Clinton situation in relation to that research. At the end every student voted on the charges leveled at Clinton and wrote at length explaining his or her vote. Students read each other’s explanations, and we had one of the best classroom discussions I’ve ever witnessed. One student was missing: he’d skipped out the day before, flown to Washington and talked his way into the Senate visitors’ gallery to watch the vote.

That, obviously, is an extreme example. But I remember my first
department chair telling me that the federal government would give me a lesson plan at least once a week and, boy, was he right! Think of what’s happened since I started in 1974! How can you miss as a history teacher with all of that current material to jump-start students in examining the past?

**MS: How do you maintain high academic standards in the current cultural climate?**

**VH:** By bringing together the most diverse group of talented young people we can find from all over the world who have two things in common: good minds and an eagerness to use them. Put them with good, committed teachers and you’re off and running.

And, remember, we’re a boarding school. There’s no abrupt clash between school and street here, because we control the street. Ready access to the Internet and the advent of cell phones have challenged that a bit, but our kids spend a great deal of time on their work. They’re ambitious and competitive, sometimes driven, and they don’t waste time on TV or hanging out at the mall. My only concern about this is that their ambition and drive do not always fuel the development of the contemplative qualities necessary for true scholarship.

**MS: If I were one of your students, what book or books would you want me to read? What would you demand that I read?**

**VH:** Let me respond to that as a teacher of American history, specifically. I prefer to teach primary sources rather than books, although inevitably you wind up doing both. There are so many great books out there that to single out only a few would be highly subjective and totally unfair.

Let me talk about documents, which are much more fun anyway. There are a few that I think teachers of American history ought to make sure that all kids read. Since I tend to be a bit of a “nut” on the Revolutionary and Early National periods, my list is heavy in those areas and pretty traditional. I expect that my colleagues who teach using more of a social history lens than a political history one would suggest a different list. What matters in the end is that students understand why we are so passionate about the documents, whatever they are.

So here are my nominees for what might be called the “framing documents” of a democracy and that we ought to teach every year. Others would no doubt nominate others, but here’s my very basic list of essentials.

- The Declaration of Independence, particularly the second paragraph, which clearly articulates the revolutionary republican principles by which Americans defined themselves and sets forth their understanding of the nature of fundamental political power and the nature of governments.
- The Constitution as amended, which not only attempted to put that ideology into operation in a functioning government, but was revised regularly in the light of experience to make it work better.
- Federalist No. 10, which articulated how such a government protects, rather than oppresses liberty.
- Washington’s Farewell Address, which identified the tensions inherent in the political system that developed out of the Constitution and provided a guide for resolving them.
- The Gettysburg Address, which redefined the United States from a union to a nation.
- Franklin Roosevelt’s 1941 State of the Union message—the Four Freedoms address—which asserts the fundamental values and purposes of a democratic republic and its possible role in the world.

- Martin Luther King’s “I Have a Dream” speech, which addresses the central points of every one of the previous documents while summoning the nation, again, to a “new birth of freedom.”

**MS: What question have I neglected to ask?**

**VH:** Well, perhaps, “How do you stay fresh?”

I never teach my courses the same way twice running; I spend much of my summers reviewing and revising, sometimes radically, so I don’t get into a rut. Every so often I try to do something that makes me feel like a student again. The emphasis in that sentence is on feel: feel unprepared, feel anxious, feel dumb. We get so comfortable in our classrooms. We’re the center of attention; we know the answers; we know what’s coming next; we’re in control. Without quite becoming aware of it, we become arrogant. We lose our capacity for empathy and, imperceptibly but no less certainly, we lose our effectiveness at reaching students.

The antidote to that is to place ourselves in situations where we are expected to perform but know nothing and feel powerless. It doesn’t matter what. Some years ago I signed on to work as a volunteer museum educator at a local science center. I had to learn a lot in order to deal effectively with the elementary school students who comprised most of our visitors, and it got really interesting when I began doing reptile shows with the museum’s two boa constrictors. I made a lot of mistakes; I re-learned how to ask for help; and over and over again I was reminded that this was how students in my classroom probably felt. You don’t need snakes to do this—just go out and make yourself vulnerable by trying to master something new, in public. Make yourself a better educator by welcoming the opportunity to feel dumb. Humility is a teaching skill, too.
As a journalist for National Public Radio (NPR), Sarah Chayes ’80 has made a career out of going into some of the world’s most dangerous places to tell important stories. Over the years, she has reported from Algeria, Lebanon, Israel, Palestine, Serbia, and Bosnia. But in 2002, she took on her boldest assignment yet when she opted to give up her position at NPR and devote herself to helping rebuild Kandahar, a city that had been the very heartland of the Taliban and which had been devastated during the U.S. invasion of Afghanistan.

Chayes acknowledges it was a snap decision made in response to a question put to her by the uncle of Afghanistan’s President Hamid Karzai, who asked just as she was wrapping up her NPR assignment in Afghanistan, “Wouldn’t you come back and help us?” Nevertheless, says Chayes, it was a decision she’s never regretted, as she’s eagerly thrown herself into a job that one member of President Karzai’s family described as “like trying to clean up a nuclear disaster with a toothbrush,” while Karzai’s fledgling government struggles for stability against local warlords and Taliban supporters.

In recognition of her work and her courage, Phillips Academy presented Chayes with the twenty-fourth Claude Moore Fuess Award at a ceremony held in Cochran Chapel during an All-School Meeting on Wednesday, January 25. The Fuess Award is considered the school’s highest honor and was established to recognize alumni who have made a distinguished contribution to public service. Past award winners have included the late peace and social justice activist Rev. William Sloane Coffin ’42, Robert Macauley ’41,
founder of AmeriCares, and justice of the New York State Supreme Court George Bundy Smith '55.

In accepting the award, Chayes—wearing a black Afghan tunic elaborately decorated with silver embroidery—talked about her Afghanistan experiences, focusing primarily on her friend, the police chief of Kabul, whom she praised as someone who worked hard to bring different factions of the Afghan populace together to work for peace. Though he enjoyed some surprising success in those efforts, in the end, she said, he was assassinated by those looking to sabotage his progress.

"I used to kid him about being naive, but after he was killed, I realized he hadn't been naive at all," said Chayes, sharing the lesson she learned from his death. "He knew the risks, and he saw the flaws in the current government. But he knew it was the best game in town and provided the best opportunity for his country. So he gave it his all. He understood that even if you know you won't succeed, what really counts is that you try."

Chayes brings that attitude to her own work in Afghanistan as well. Initially, Chayes helped run Afghans for Civil Society, a non-profit organization focused on rebuilding houses and schools and bringing to Afghanistan some of the intellectual resources necessary for formulating constructive public policy. By January 2004, satisfied that the organization was functioning, she left to take on a new project.

Today, she runs a small agri-business called Arghand, which uses traditional Kandahar fruit crops to produce skincare products, such as soap and bath oil, as well as jams for the local market. In addition to providing jobs, the small business helps reduce villagers’ reliance on poppy farming, which, along with Afghanistan’s drug trade, has exploded since the war.

As excited as Chayes is about the business, however, she is under no illusion that her efforts will produce a dramatic change in Afghanistan’s situation. While there have been significant improvements in some of the country’s infrastructure, much of the population has become disillusioned as corrupt warlords tighten their control over the people and jihadists coming in from Pakistan try to destabilize the country.

“Whatever I am doing is simply irrational,” she says, “There is no indication that anything is changing for the better and that my little democratically run, coed, flower-power cooperative will survive the next few years.”

In the meantime, Chayes’s mere presence in Afghanistan, where she lives as a fully integrated member of the community, allows her to bear witness to the country’s struggle toward democracy. And it is in that role, perhaps, that she can have the greatest impact of all. Media outlets and humanitarian groups regularly seek out her perspective on Afghanistan, and her occasional op-ed pieces and e-mails to her growing list of friends and supporters help keep the outside world informed about life on the ground in Afghanistan.

This summer will see the release of her book *The Punishment of Virtue: Inside Afghanistan After the Taliban*, giving her still another opportunity to share her perspectives on Afghanistan with the rest of the world. The book, she says, pulls no punches, offering a frank critique not only of the failures of U.S. policy in Afghanistan but also the failures of the Karzai government, which she says, has been unable to disentangle itself from its “diabolical dance with the warlords.”

At this point, she's not sure if it will be safe for her to remain in Afghanistan once the book comes out, but in the meantime, she’s committed to nurturing her Arghand business and doing what she can to help Afghanistan move forward toward becoming a functioning democracy.

Following her talk, Chayes spent the day at Phillips Academy, first meeting with Peter Drench’s Middle East history class, where she answered questions from students eager to hear more about what daily life was like inside Afghanistan, the political pressures facing the government, and how Afghans perceive the United States. Later in the day, she met with students involved in PA’s community service program, where she learned about their activities and shared her own thoughts about public service.

“Do you ever get frustrated and feel like you just want to go home?” asked one student.

“Yes, routinely,” Chayes answered honestly. “You have to battle that. When my friend was killed, for example, that was very hard. I’m not sure why you stay, but I guess it’s because you develop this commitment to the individuals you are working with. It becomes a very personal thing.”

Chayes acknowledges that her friends and even her mother, while supportive of her work, don’t fully understand why she’s chosen this particular path. “Nobody quite gets it,” she says, chuckling. “But what I’ve discovered is that, on a personal level, I need a balance between the third world and the first world. And I need a balance between intellectual challenges and something that’s a little more hands-on. So I’m finding this work is giving me a balance that I really love.”

*After the All-School Meeting, Sarah Chayes spoke with Peter Drench’s Middle East history class in Cochran Chapel.*
Lynn Herbst:
Making Hearts Beat Faster in the French Classroom
by Hale Sturges

“Mr. Herbst’s bubbly energy about everything French made me excited to go to class each day.” This assertion by a current student is typical of all those fortunate enough to have taken a course with Lynn Herbst. Whether the topic is synesthesia in the poetry of Baudelaire, a Haitian voodoo ceremony, or the uses of the subjunctive, Lynn is the very personification of enthusiasm. He has an energetic ebullience that fills a room and leads students to listen, study, and learn all they can. In his classroom, French becomes a living organism that captures the imagination.

“Every morning I stumble into French class at 8 o’clock, half dead from sleep deprivation. But when Mr. Herbst steps in the door, a certain revitalizing energy fills the room while he literally bounces with excitement. By the end of class, I cannot help but have a smile on my face and a spring in my step,” adds another student.

Equally at home in literature and language classes, it has nonetheless been in the area of francophone studies that Lynn has made what is perhaps his most marked contribution to Phillips Academy. In the eighties, he became intrigued with the poetry, essays, and novels of Caribbean and African writers. When most of the French department was still oriented solely toward France, Lynn was exploring new frontiers. A sabbatical
in 1987 to 1988 took him to Morocco, Senegal, and the Côte d'Ivoire. Literature and culture intermingled, and he brought back a wealth of information, created a new term-off-campus program in the Côte d'Ivoire, and gave an infusion of all things African to the French department.

The culmination of his pioneering outreach was the creation of the very first service-learning course in the French curriculum. Recognizing both a need and an opportunity, Lynn established contacts with the Haitian community in Lawrence. French 400–2, 3 first gives students a general background in francophone culture, then focuses specifically on Haiti. Once a week in the spring he drives a van full of students to Lawrence to work with Haitian children and adults on their reading skills.

Teaching for Lynn extends beyond course work. Interaction with students also comes during French Club dinners and French film screenings at Boston’s Museum of Fine Arts, as a JV tennis coach, or simply during free periods.

“The French classroom became a second home for us,” remarks a student. “Mr. Herbst gave us advice on everything from boyfriends to what kinds of shirts and ties the boys should wear. We had fun, but most of all we learned.”

If teaching is his joy, other outlets for his energy and capacity for clear explanation abound. He was a co-author of three textbooks that have found their way into hundreds of classrooms around the world. Lynn has long been the member of the World Language Division most knowledgeable in legal and financial domains. Not surprisingly he has recently been chair of the Faculty Benefits Committee and chair of the French department, and no one knows the Academic Advising Handbook better than Lynn Herbst.

Lynn received a BA degree from Hamilton College in 1965 and a master’s degree from the University of Pennsylvania in 1967. After further course study toward a doctorate at Penn and then a teaching stint at Bowling Green State University, Lynn and his wife, Sally, came to Phillips Academy in 1972. They raised two daughters, Beth and Abby, in Stevens House, where Sally was the house counselor.

In June he retires after thirty-four years on Andover Hill, where countless students echo the words of this recent graduate: “Mr. Herbst clearly had a passion for French class. . . . What I remember most, however, are those times we would talk after class. We talked at length, whether it was about college applications or cooking classes in Paris, and several times I regretfully had to cut our conversations short. Why? Because we had talked for an entire free period and I had to go to class.”

Lynn, too, is off to his next class, but it may be a cooking class. He will be indulging a passion engendered during his last sabbatical. Retirement will take him and Sally to their home on Cape Cod, where he will be sure to welcome visitors enthusiastically with his latest culinary triumph, a bowl of Tuscan bean and bread soup called ribolita.

Hale Sturges, who retired in 2004, was a French teacher and coach at Andover for thirty-nine years.
Originally from Summit, New Jersey, Sally Herbst was six years old when she first became acquainted with French. An enthusiastic teacher came to her classroom three times a week and taught basic vocabulary. Sally was instantly enthralled. This led to a double major in French and geography at Mount Holyoke College. A first master’s degree in counseling, earned while teaching for three years in a public school in New Jersey, proved invaluable at PA. She says she called upon her counseling skills practically every day as a teacher and house counselor. While working on her second master’s—one in French at Tufts—a course on francophone literature offered by Vévé Clark made a lasting impression on her.

“That course really opened my eyes,” she says. “I felt the mystery of different kinds of perception and became interested in the varieties of francophone culture and literature.”

Sally and her husband, Lynn, met at college. After teaching for three years, Sally went to work in Paris. The long-distance romance continued, and when she returned to the States, they were married. Their first child, Beth, was born when Lynn was teaching at Bowling Green State University in Ohio. Arriving at Andover in 1972, the Herbsts first lived in Fueess House, and their second daughter, Abby, was born in 1975, when the family lived in Abbot-Stevens House.

Sally enjoyed teaching several French courses at
Andover, and her students’ enthusiasm and ability were the highlight of her teaching. She derived great satisfaction participating in their progress in the first- and second-year courses as well as challenging her students to think critically and creatively in the third- and fourth-year courses. Of particular enjoyment was the chance to relate the events of her students’ lives and the news of the francophone world.

“It is clear,” remarked Dean of Studies Margarita Curtis, that Sally is not merely interested in enhancing her students’ proficiency in French, but also in developing their appreciation for a culture other than their own. She holds her students to high standards, but most of all, she communicates a love for everything French.”

On the day we talked with her, a student in her first period class had remarked on Sally’s energetic teaching, complimenting her by comparing her, in French, to the caffeine and energy packed into a cup of coffee. On Parents’ Weekend, parents remarked on how Sally’s energy and style got them speaking French too.

During her 32-plus years on the faculty at Andover, Sally has seen some changes: a situation that improved steadily for women, a language division that became more diverse, and students who became more serious, more goal-oriented. Sally helped to accomplish some changes herself through her work on the school’s Benefits Committee. She worked in particular for the tuition remission plan and the faculty mortgage plan.

During their recent sabbatical, Sally and Lynn visited gardens in France and Italy. Before their travels, she took a course at Harvard on the philosophy of landscape design and became particularly interested in the relationship of the self to the garden, studying the use of land and the relationship of that use with the individual.

Peter Merrill, chair of the language division, says of Sally’s determination and spirit: “Perhaps my favorite memory of Sally was during our visit to the Potala Palace in Lhasa, Tibet, last summer,” he says, referring to a faculty trip to China on the program supported by Andover Board President Oscar Tang ’56. “We climbed the equivalent of thirteen stories. Not only did Sally make it—after suffering foot problems for some months preceding the trip—but we didn’t have to slow down for her. She was a very dignified ‘Little Engine That Could!’”

During retirement in Chatham on Cape Cod, Sally plans not only to garden but also to write about gardens, perhaps penning a traveler’s guide to gardens in the south of France and Tuscany. She’ll also continue to write poetry, a lifelong interest. She’s interested in teaching French to retirees so she can compare interactions between adults and teacher and adolescents and teacher. She has already been active in a literacy organization and will continue to teach English to non-native speakers on a volunteer basis. Sally also looks forward to learning Italian, and, last but not least, to spending time with her family, including her grandsons, Andrew, 5, and Christian, 8 months.

Natalie Schorr teaches French and Teruyo Shimazu teaches Japanese.

As a rite of passage, Bernard Pivot, on the French TV series Bouillon de Culture, asks his guests ten questions. James Lipton asks the same questions in the United States on the TV show Inside the Actor’s Studio. The questions follow, along with answers given by Sally Herbst, who retires in June after thirty-four years at Andover.

What is your favorite word? Love
What is your least favorite word? Hurt
What turns you on creatively, spiritually, or emotionally? A challenge, especially an intellectual challenge
What turns you off? La méchanceté (meanness)
What is your favorite curse word? I don’t have one
What sound or noise do you love? Lapping water
What sound or noise do you hate? An animal screeching; a sort of primordial scream
What profession other than your own would you like to attempt? Garden design
What profession would you not like? Prison guard
If Heaven exists, what would you like to hear God say when you arrive at the Pearly Gates? “You’ve done good, girl!”
Retirement is difficult enough a transition for many, but faculty who retire from Phillips Academy not only leave their job but also their home and community. As hard as the transition might be, Carole Braverman is ready. She’s looking forward to beginning a new chapter in her life after a twenty-seven-year career at Andover as an English teacher.

Brought up in a Jewish-Italian neighborhood in Brooklyn, N.Y., by immigrant parents—her father, a kosher butcher, joked that he had an MD degree, a “meat dealer”—Braverman’s future was preordained like many of her female friends of the fifties generation: If you were ambitious and bright, you would go to City University of New York and become a teacher. “Striving and doing well in school were things I was held accountable for. My mother gave me my first library card when I was 5,” she says.

She married at 20 and later moved with her husband to Indiana and earned a master’s degree in dramatic literature at Purdue, where she first began to teach. When the couple moved to California, Braverman began her studies for a doctorate at the University of California at Berkeley. She was diverted from that path, however, when she began research on the life of nineteenth-century New England transcendentalist writer Margaret Fuller, who later became the subject of Braverman’s play The Margaret Ghost. Moving to San Francisco, she became involved with the American Repertory Theatre, which put on workshop productions of her early plays.

Separated from her husband and with a young son to support, she was casually perusing the education supplement of the New York Times when she saw an ad for an English teacher at Andover, 3,000 miles away. “There was something appealing about it,” she says with her still-evident Brooklyn twang. “I had a stereotype in my
mind of what a prep school was like, because it wasn't in my tradition. But when I came here in 1979 for an inter-
view, what impressed me was the diversity I saw. That
was crucial to my coming."

During a leave of absence from 1983 to 1985, she
returned to Berkeley as playwright-in-residence at the
Berkeley Repertory Theater, where The Margaret Ghost
received its world premiere. Her next play The Yiddish
Trojan Women was produced in New York in 1992 and
again in London in 1995, where it received “London
Weekend Television’s Plays on Stage” award. Braverman
produced several of her plays in PA’s black box theatre,
featuring student actors, including The Girl With a Sense
of Fair Play, The Margaret Ghost, and In Tiber Melting.

In 2001, while on sabbatical and living on campus,
each morning she decamped to the Oliver Wendell
Holmes Library to work on a novel, Original Tenants.
Partly autobiographical, the work centers on a return to
the apartment where she grew up, now full of ghosts,
and her mother’s struggle with cancer. One of the tasks
she’s set for herself in retirement is revisiting the book
and making revisions.

A house counselor at Carter House for several years
and also an academic counselor, Braverman says one of
the most fulfilling aspects of teaching is nurturing talent.
A teacher of English 200 for tenth-graders and three
electives, Playwriting, Satire & Comedy, and Modern
Drama, Braverman says her students' talent blows her
away. “Some of their plays and stories absolutely thrill
the heart. That I may have helped them in the process is
one of the joys of teaching.”

Braverman will be missed by her students, who have
an abiding affection for her. “She was responsible for my
interest in literature,” Melissa Chiozza ’06 says. “She was
an inspiring teacher, and her passion for her subject was
evident; her kindness, support, and compassion made
her classroom a comfortable environment.” She will be
missed by her colleagues as well. “She's one-of-a-kind
and my nominee for Bulfinch Hall’s most gorgeous
human being,” says Lynne Kelly.

Braverman’s retirement plans are somewhat in flux,
but she’s set her sights on Philadelphia, where family
members still live. She will continue writing and
indulging her interest in keeping fit by swimming, bicy-
cling, and walking. She also says she would like to
become a more active citizen. “I’m not exactly certain
what form that is going to take, but that also will be an
important part of my life.”

After teaching for twenty-seven years, it isn’t easy to
let go. “Even now, my impulse after a class is to think of
ways I might do something differently next year.” She
laughs, “Then I realize there will be no ‘next year’ for
me at Andover.”

Carole Braverman in 1981
Paul Kalkstein: High Standards and a Compassion for Students

by Michael Strysick

Of all the praise one could lavish upon English instructor Paul Kalkstein ’61—whom history teacher Ed Quattlebaum ’60 describes as “a treasure trove of blue ribbon service to Phillips Academy” and “the consummate school man”—it would be incomplete simply to describe Kalkstein as personifying Andover’s “triple threat” ideal, though rightly deserved such a title would be. For while he excelled as a dorm counselor and varsity coach all the while being what Quattlebaum describes as “a stunningly imaginative classroom teacher,” it is Kalkstein’s personal character, innovative spirit, and quiet leadership that will mark his legacy long after he retires from his thirty-six years of incomparable service to Phillips Academy.

Kalkstein’s nearly half-century relationship with Andover began when he arrived in 1958 as a new lower middler and continued when he returned in 1970 as a teacher, a career he began at Choate. He still recalls teaching his very first class, which lasted all of fifteen minutes. “I learned a great truth at that moment,” Kalkstein recalls: “Never make a lesson plan.” His pedagogical approach ever since has involved presenting challenging ideas designed to jolt students into thinking broadly. “I’ve never kept class notes from year to year,” he says, “because the capacity to keep ideas fresh disappears.”

Kalkstein, who studied English at Princeton and earned a master’s degree at Yale, never imagined himself becoming a teacher. But like many talented instructors, he was drawn to the profession by his own good models, particularly Andover legends Frederick Allis ’31, Con Banta, and Dudley Fitts. Now a legend himself, one has only to talk about Kalkstein with the current class of English faculty to appreciate the breadth of his own influence.

Teaching Fellow Patrick Morrissey ’00, for
instance, first observed Kalkstein’s model of excellence as a student. Now Morrissey turns to him as a mentor, particularly for teaching English 200, which Kalkstein completely revamped in the 1970s, later incorporating electronic submission of writing and use of the Web when computers and the Internet were still in their infancy. Morrissey describes Kalkstein’s pedagogical approach as “Darwinian,” because, Morrissey says, “he is constantly trying new things, always innovating.” Even more important, Morrissey adds, Kalkstein is “a model of humility, constantly focused on his students and not his own intellectual projects.”

Outside the classroom, Kalkstein rarely sought high-profile administrative jobs, preferring to work behind the scenes. It was only when Kelly Wise, then dean of faculty, insisted that he hold some administrative post, Kalkstein says, that “I finally agreed to serve as athletic director, because Kelly refused to hear the word ‘no’ one more time.” The choice made perfect sense, given the fact that no one has coached more interscholastic teams than Kalkstein, who will be remembered best for his success coaching boys’ basketball and lacrosse.

For the past twenty years, Kalkstein has also served as a member of the Faculty Advisory Committee on Admissions. In this capacity, he helps the admission staff make critical decisions on students who come from out-of-the-ordinary circumstances or who present profiles that require discussion before a final decision is made.

As Jane Fried, dean of admission, puts it, “Paul’s experience in so many different areas of the Academy, as well as his high standards, compassion for students, interest in real talent, and belief in the mission of the school, bring insight and expertise to these discussions. Because of his leadership,” Fried continues, “the talent, diversity, and integrity of the Andover student body sets a standard for the independent school world.”

In 1997, Kalkstein and Fried collaborated to create Summernet, an Internet-based distance-learning program that originally helped prepare newly admitted students for the academic rigor that would face them in September by building their writing skills. Last year, a math component was included, and this year Summernet is adding a biology component. Today, enrollment in Summernet is filled the first day it is possible to matriculate.

Physics teacher Peter Watt says it is typical of Kalkstein’s range of talent “that a humanities teacher would be among the first not only to insist on the importance of technology but also to incorporate it in a range of capacities.” After he retires, Kalkstein plans to help develop other Summernet courses as well as direct Andover Again, which offers online courses for alumni.

Kalkstein got an early taste of retirement during this year’s spring vacation when he and his wife, Marnie, traveled to Portugal. Other planned trips include visits to New Zealand and Greece. Kalkstein also plans to return to Provence, where he became intrigued with a fascinating bit of local history that will occupy him in his retirement: writing an historical novel on the Vaudois, the so-called Poor of Lyons, a sixteenth-century Protestant dissident group that pre-dated Martin Luther’s Reformation movement. Kalkstein’s first novel, *Jump the Kennebec*, appeared in 2003.

Kalkstein is also the author of a work on pedagogy titled *Good Writing: A Composition Program for the Secondary School* and co-author with Andover colleagues Kelly Wise and Thomas Regan ’51 of the influential *English Competence Handbook*.

Between trips, the Kalksteins will make their home in Arrowsic, Maine, near Bath, an island town on the Kennebec River that has been their home away from home for the last thirty-six years.

*Michael Strysick is Andover’s director of communication.*
On the surface, the Chinese language is intimidating to Western eyes and ears. There is the mysterious notion of tones. Chinese characters are beautiful but unfamiliar and undecipherable. If they are hard to read, they are even harder to write. Yuan Han somehow makes it all both accessible and fun.

“‘Soojin, write shū jiāo on the board!’ Dr. Han makes a fuss if Soojin can’t remember. I would wilt under pressure like that, but Soojin thrives. By adapting to each kid individually, Dr. Han pushes us all to excel.” This quote, highlighting Han’s ability to reach every student, comes from one of those students about her favorite teacher. With her he was always gentle and encouraging.

Walking into SamPhil 18, one first sees a semicircle of chairs, in the middle of which stands a smiling, confident man dressed in a light gray suit and tie. It is immediately evident that this is a Chinese language classroom. Posters of rice paddies, temples, and pagodas line the walls. A glance at the blackboard reveals the graceful calligraphy of Chinese characters. Snaking along the surface of a side table, an immense and brightly colored paper dragon awaits the moment...
dancers will bring it to life at the Chinese New Year's celebration. Other tables are covered with the orderly clutter of Han’s props: a tin of tea, a milk bottle, a rubber chicken, and many more. He greets you with a friendly “Ni hao!” and continues distributing a stack of neatly typed vocabulary sheets and sentence patterns. This all represents the organized and thoroughly prepared Han, but the real Han, or the Zen of Han, emerges when the class begins. It is found in his hands. They become two chattering quotation marks that go something like this: “Ni hao!” “Wo hen hao xie xie, ni me?” “Wo bu hao.” Students, in pairs, soon replace his talking hands and first recreate the dialogue, then invent variations. All the while Han is attentively prodding, prompting, and encouraging. He never sits. The result is a fun and effective class that makes students want to talk. And, thus you learn. You learn a whole new way of speaking, understanding, and viewing the world. Through imaginative, succinct, and clear explanation, the strange becomes familiar.

Appreciative comments from Han’s students resonate with words like “dedicated,” “funny,” “demanding,” “understanding,” “fair.” One says, “a great teacher who is always there for you when you need extra help.” Another echoes, “One of my favorite teachers—ever!” Still another, pointing out Han’s devotion to his students, “Nothing gets between Dr. Han and teaching his kids.” He never misses a class, and no student is left behind.

So, who is Han? Yuan Han received a BA degree in English at The Shanghai Foreign Language Institute in 1965 and taught at The Workers’ University in Shanghai until 1972. After several detours through the Cultural Revolution as a speech writer and editor-in-chief, he and his wife, Cheng-Yu “C.Y.” Huang, came to the United States in 1982. As a graduate student at Ohio State University in the mid-1980s, he became a de facto mentor to a generation of East Asian Language specialists. On a recent visit to Andover, the current director of The National Council of Less Commonly Taught Languages reported the God-like status Han had held for him and other students in that era. Han joined C.Y., a math teacher on the Phillips Academy faculty, in 1988 and completed his doctorate in linguistics in 1991.

At that time, Chinese was a young and struggling program. Now it is a department that is admired by sister schools and universities alike. In spite of its reputation as a language more difficult to master than others, there are now over one hundred students enrolled in Chinese classes. Under his leadership, travel and exchange opportunities have broadened the horizons of both students and faculty. He happily took charge of the Andover-Harbin Institute exchange program and made it better. Now Andover has new programs in both Shanghai and Beijing. PA’s orchestra has been to China. Faculty groups, with the generous support of Oscar Tang ’56, president of the Board of Trustees, have now been on three separate trips. Han has been integral in educating not just language students but, indeed, an entire community.

The first and only department chair the Chinese program has ever had at Andover, Han has been a creative and inspirational teacher and a motivational leader. No one wants the founder of the Han Dynasty to retire, for it seems too early. C.Y., who retired last year, and Han will return to the bustle of their native Shanghai and perhaps one day find their way to a peaceful villa by the shore of nearby West Lake. Certainly they will stay in touch with people in the United States, for this is now the home of their two daughters. Andover will always welcome them back, and the Han Dynasty will still go on.

Hale Sturges, who retired in 2004, was a French teacher and coach at Andover for thirty-nine years.

Yuan Han explains as a dragon looks on.
THOMAS MENDENHALL ’28:
The man who preserved a women’s college

by Eliza Hartrich ’06

Thomas Corwin Mendenhall II, president of Smith College from 1959 to 1975, is a curious figure in the history of 20th century higher education. The last male president of Smith, Mendenhall barred men from its doors. A Yale graduate devoted to tea and rowing, he carried on at Smith an amicable relationship with a socially activist female student body. While other college administrators were ousted from their posts in the midst of social upheaval, Mendenhall, an academic traditionalist, remained as president of Smith until his voluntary retirement.

During his 16-year tenure, Mendenhall removed distribution requirements at Smith, established an Afro-American Studies department, recruited racially diverse students and faculty, and provided more opportunities for athletic students. In addition to adapting Smith to the liberal social environment of the sixties and seventies, Mendenhall did much to increase the educational and professional opportunities open to women. He established connections with larger male and coed colleges by founding the Twelve-College Exchange and Five Colleges, Inc., which enabled Smith students to access the resources of Ivy League schools and other local colleges. Mendenhall was also one of the founders and chairs of Catalyst, a national organization promoting higher positions for women in the workplace.

Yet, however progressive his actions might seem, Thomas Mendenhall was as traditional as academics come. The son of a college professor, he graduated from Andover in 1928. He went on to Yale, and after four years at Oxford, returned to New Haven to teach history in 1937. From 1950 to 1959, Mendenhall served as the master of Berkeley College, one of Yale’s undergraduate residential colleges.

At age 48, Mendenhall seemed happily settled as an Ivy League professor and administrator. Yet in 1958 he altered dramatically his life course; he accepted an offer to become president of Smith College.

Mendenhall’s sudden shift was driven by his disillusionment with the evolution of men’s education. He had observed how an increasing number of professions required their employees to be the recipients of college degrees. In Mendenhall’s opinion, this had led to a professionally driven education—learning as a necessary evil for a future job.

Mendenhall’s ideal college was one in which its students were allowed to revel in the joy of learning and were encouraged to intellectual experimentation. To Mendenhall, a men’s college could no longer represent this ideal.

Only one haven of liberal arts remained: the women’s college. Since many women had set their sights on marriage rather than a career, they could afford to truly appreciate the exercise of the mind. Mendenhall happily noticed that, “The same parents who resist the English major for the business-bound son seem more resigned about it for their daughter.”

This was why Mendenhall took the helm of Smith College in 1959—to preserve rather than to innovate. Yet, his actions and views as president of Smith appeared to his contemporaries as progressive, even bordering on feminist.

His inaugural address berated...
Smith women in no uncertain terms for dropping out of school to get married. He pointed out that 20 to 30 percent of students at Smith left school early, which he termed “a national disgrace.” He said that Smith students who dropped out in order to marry “make the scorn and doubt which was braved by the first valiant fourteen [students] to enter Smith College seem almost in vain.”

These words, spoken as they were during the height of the fifties domestic ideal, struck many as provocative or radical. However, Mendenhall explained his position against women quitting college for marriage in terms of overspecialization rather than women’s rights: “With women as with men, a wasteful confusion prevails over the purpose of a college education. With too many young women . . . the first purpose of college is finding a husband . . . With young men, an excessive concern for vocationalism sometimes blurs their true appreciation of the liberal arts as a means to education.”

Mendenhall is best remembered for maintaining Smith as a single-sex institution, resisting the trend that saw many of Smith’s sister schools, such as Vassar and Skidmore colleges, admit men in the sixties and seventies. He was willing to change the curriculum, structure, and social views of Smith, but he would not allow the women’s college, the last outpost of the liberal arts, to die.

He was willing to change the curriculum, structure, and social views of Smith, but he would not allow the women’s college, the last outpost of the liberal arts, to die.

Essayist Eliza Hartrich ’06 of Boxford, Mass., is the second recipient of the Thorndike Internship in Historical Biography. Currently in a three-year trial phase, the program will annually support the work of an upper-middler selected by the chair of the history and social science department for the purpose of researching, analyzing, and writing a short biographical sketch of an alumnus or alumna of Phillips or Abbot academy. Hartrich will attend Oxford University in the fall.

The internship, given by John L. Thorndike ’45 and W. Nicholas Thorndike ’51, is a memorial to their brother Augustus “Gus” Thorndike Jr. ’37, honoring his lifelong passion for history. It also promotes history as a literary art and serves to help the Phillips Academy community develop a renewed appreciation for its rich and diverse heritage.
Practitioners, therapists, educators, counselors, technicians, diplomats, and confidants. As athletic trainers, Kathy Birecki, Brian Cox, and Mike Kuta are all of these and much more to the students of Phillips Academy. Each has his or her own children, but their extended family—kids who count on them daily for care, guidance, and support—numbers in the hundreds. This talented threesome, with more than fifty-five years of experience at PA among them, is charged with a huge responsibility: the prevention, treatment, and rehabilitation of athletic injuries incurred by 1,102 students.

Not everyone at Andover fully understands what the athletic trainers do, but athletes and coaches know how valuable, knowledgeable, and skilled they are. In a field that keeps evolving, they must stay abreast of changes by reading the current literature and attending workshops to learn about the latest equipment and techniques. Since 2000 Kuta has become a certified strength and conditioning specialist, and Birecki recently took courses toward her master’s degree. The youngest of the three, Cox, the head athletic trainer, must oversee the equipment, supplies, maintenance, and scheduling of the training room and act as the point person with parents, physicians, and teachers.

All three speak enthusiastically about the tremendous level and quality of support they receive. From the availability of a licensed hospital on campus with its doctors, nurses, and diagnostic equipment, to the administrative and financial backing of the athletic department, to the support services of the Office of Physical Plant, to the working relationship with coaches, all the ingredients are in place to enable them to do their jobs as they were trained to do them and to serve kids well.

Cox and Kuta each grew up in small Massachusetts towns and then studied at Northeastern University, while Birecki, a former cluster dean of West Quad North, hails from Connecticut, where she attended Central Connecticut State University. Their internships as athletic trainers were interestingly varied: Cox with the Boston Bruins, Birecki with the Springfield College football team, and Kuta at PA alongside longtime trainer Al Coulthard. One of the charter members of the National Athletic Trainers Association, Coulthard had a big influence on Kuta.

“He took me under his wing,” recalls Kuta. “At a time when it was pretty controversial, Al was a leader in the movement toward weight training in preparation for competitive athletics.”

Kathy Birecki (right) has the healing touch.
In the seventies, many viewed weight lifting as something just for body builders; others maintained that it could even stunt growth and hinder athletic performance. Now Kuta finds himself following in Coulthard's footsteps, as he has introduced functional training and other non-traditional training and fitness methods over the past several years at PA.

Through the doors of the athletic training room come roughly 100 kids a day—some days double that. They range from high-level competitive athletes to participants in cluster and recreational programs, from those with bruises and sore muscles to others needing long-term rehabilitation from serious injury, to kids who want to work their tails off to get back in action. Some just need a friendly face and a chat at the end of a rough day of classes. The trainers are ready for all of them. They monitor kids’ day-to-day progress to assess their levels of pain, strength, stability, and range of motion and make necessary medical referrals when, for instance, a condition worsens or an infection flares up. Birecki remembers the countless youngsters who have been frustrated initially when they have been held out of action with an injury, only to realize later they are truly better, evidenced by the broad, appreciative smile when they stop by to say, "I'm playing today!"

The trainers recall the school’s high-profile athletes with whom they have worked. There was the quarterback with a sprained thumb who couldn’t throw the football until Cox fashioned a custom-molded plastic splint that gave him the support and protection he needed along with the flexibility to grip and throw the ball. There was the nationally ranked downhill skier who thought she would never ski again after injuring her anterior cruciate ligament during the fall soccer season. Her hard work after surgery and the dedication of Kuta, who worked with her throughout the winter break, resulted in her return to the slopes in less than seven months.

But all three agree that the most impressive and gratifying training room success stories involve the kids who have not been as active, who don’t really know how to lose weight, get stronger, and become more fit and furthermore are not sure why they would even want to. One youngster, appearing self-conscious about his weight, always seemed to be wearing his coat. After developing shin splints in an early effort to play JV football, he was doing rehab on the stationery bike—in his coat. Eventually he became hooked on fitness, had a very successful PA career, and graduated—without his coat on.

Kuta recalls the senior injured so seriously in cluster athletics that he needed reconstructive ankle surgery. Medically excused from sports for the year, he spent four days a week under the trainer's guidance, working on recovering his strength and range of motion. Along the way came gains in his cardiovascular fitness, as well as improvement in his ability to do schoolwork and to handle stress. He even began to explore core stabilization and functional training and, in the end, lost nearly fifty pounds and felt great.

Another young man, who had suffered a neck injury in a car accident, struggled to do the exercises the trainers assigned him. Over time, he started making progress. He lost weight, gained fitness, began to sleep better, feel more energetic, and focus better in the classroom. He was amazed—and pleased.

"Things were coming together," recalls Cox, "because he was exercising. Hopefully this experience set him up for a lifetime of wellness."

Another success story, as Mike Kuta is fond of saying, “on the highway to fitness.”

Andy Cline is Andover’s sports information director.
Vivian Beard (above) standing with her son, James, welcomed more than 250 guests to the Addison Gallery of American Art in January for an exhibition dedicated to her late husband, Charles J. Beard II '62, for his commitment to education and non sibi. Portraits of a People: Picturing African Americans in the Nineteenth Century featured more than seventy portraits in various media and ran through March 26. Beard served as both a PA trustee and a member of the Addison’s Board of Governors.

STUDENT PHONA THON:
Nine of Andover’s fourteen March student phonathons proudly display a sum of funds raised—which eventually grew to $77,512. Volunteers, from left to right, are Alice Nam ’07, Lauren Shevlin ’08, Matt Villanueva ’07, Robert Sun ’07, Brianna Zani ’06, Hector Cintron ’08, Alex Abugov ’07, Wesley Hartwell ’07, and Faaez Jafarey ’06.

PARENT PHONA THON
Parent Fund Advisory Committee members David Stoldt (below) and his wife, Connie Wright, were two of sixteen PA parent volunteers who helped raise funds at the Parents’ Phonathon in April in McKeen Hall. Stoldt and Wright are parents of Conner ’07 and Emerson, who will be joining the Class of ’09 this fall.
The Fifties and Sixties Do the Charleston

MINI-REUNION HELD IN SOUTH CAROLINA

What would be the main ingredient for a successful mini-reunion? Good weather, certainly. But the most important element is people. Many hosts would call a turnout of a dozen successful, but a mini-reunion held in Charleston, South Carolina, in February drew seventy-two alumni. Organized by the Office of Alumni Affairs and held at the Francis Marion Hotel in Charleston, the reunion was specifically for alumni in the classes of the 1950s and 1960s, but all alumni residents of South Carolina were invited as well. Besides historic tours of the area, guests were treated to a dinner and tour of Middleton Place plantation, whose board president is Charles Duel ’56.

A Few Andover Fund Statistics

More than 7,000 alums around the world make annual gifts to the Andover Fund.

$785,432 was the total value of gifts under $1,000 last year—which has the spending power of about $15 million in new endowment money every year!

1,265 alums made gifts of $1,000 or more last year.

Only 53% of the cost of educating a student is covered by tuition.

Each year, gifts to the ANDOVER FUND provide more than $1 million in financial aid.

The Crane sisters, daughters of former headmistress Mary Hinkley Crane, reunite. From left are Beth ’62, Lexa ’60, Julie ’68, and Lucy ’66.

Phil Bowers ’56 with two of Andover’s Fidelio Society singers who entertained at the reunion: left, Chris Li ’07, and Olivia Pei ’07.

The roving photographer captures, from left, Carolyn Matalene, wife of Henry ’54, Wally Winter ’60, and Deborah Holbrook Winthrop ’56.
Wheelock Whitney ’44 (third from left) stands with his wife, Kathleen, retired chief justice of the Supreme Court of Minnesota; trainer Frank Gomez (next to Mrs. Whitney); and Javier Castellano, astride Whitney’s horse named My Friend Deke. An owner of several racehorses and captain of the Andover basketball team his senior year, Whitney named his horse in honor of his late coach Frank “Deke” DiClemente. My Friend Deke won the race at Calder Race Course in Miami on December 31, 2004. The Whitneys are residents of Minneapolis, Minnesota.

At a young alumni gathering April 7 at the Hartland Brewery in Times Square in New York City, more than 100 young alumni met and mingled. Among them were, left, Paul Sonne ’03 with classmate Kanyi Maqubela, and below, Collis Klarberg ’99 and his sister Maggie ’96.

**Young Alumni Program hosts commencement party**

A pre-commencement celebration for the Class of 2006 was held February 24 and proved to be an evening of great excitement and energy. Hosted by the Office of Alumni Affairs, the party, called “100 Days until Commencement,” drew more than 200 seniors to Ropes Salon in Commons for a celebration with “mocktails” and hors d’oeuvres. The students filled out questionnaires that will be reprised at their fifth and twenty-fifth reunions. With an eye toward what the future might hold for them, questions included, “What will you be doing for a living?” and “Who will be president?”

**Nantucket summer event planned**

A cocktail reception will be held at the Nantucket home of John Finney ’57, July 14, from 6 to 8 p.m. Alumni whose plans may take them island hopping this July are invited. Please contact Gail Wozniak at 978-749-4305 or gwozniakandover.edu for more information.

**50th Reunion Yearbook Planners**

A group representing the Class of 1957 met in Burlington, Vt., at Pauline’s Restaurant to gear up for next year’s 50th Reunion. From left are John Douglas and Bobbie Lanahan, Tom and Lee Terry, and John and Geri Ives. Tom Terry and Arkie Kohl, not pictured, are the editors of the 50th yearbook.
The Phillipian Alumni Council, consisting of former Phillipian staff members, some of whom are book authors, journalists, and editors, came to campus for the second year, on February 22, to meet with faculty and brainstorm with current Phillipian staff members. Among those attending were, from left, Buzz Bissinger '72 (author of *Friday Night Lights*), Bob Marshall '64, Roger Strong Jr. '75, Gary Lee '74 (*Washington Post* reporter), Tom Strong '82 (national editor of the Associated Press), Bill Kummel '81 (former COO of the *New York Sun*), and Dan Schwerin '00. A participant not pictured is Clem Wood '04.

A participant not pictured is Clem Wood '04. The Phillipian faculty advisor, Nina Scott, said of the group, “These are very distinguished people in their field, and we are grateful for their advice and making time in their busy lives for our paper.”
Voices of Alzheimer’s  
by Betsy Peterson  
Da Capo Press  
Frederick “Pete” Peterson ’34, a PA English teacher for thirty-nine years, was diagnosed with “probable Alzheimer’s” in 1987, just six years after his retirement. Betsy Peterson, Pete’s devoted wife and caregiver, has written about their very personal experiences, including dealing with what is at first an invisible disability, handling its painful progression, and finally getting much-needed help from a variety of resources. As summarized in the book’s subtitle, Voices of Alzheimer’s offers “courage, humor, hope, and love in the face of dementia.” A writer and lawyer, Betsy Peterson lives in Boston.

Domestic Devils, Battlefield Angels  
by Barbara Cutter ’84  
Northern Illinois University Press  
Barbara Cutter’s first book explores “the radicalism of American womanhood” from 1830 to 1865. Cutter uses the phrase “redemptive womanhood” to describe the gender ideology of antebellum and Civil War America, and defines the key to a woman’s properness as “her ability to use her special moral, religious, and nurturing nature to redeem others.” This notion that women could and should fight sin wherever they found it, contends Cutter, ultimately propelled women into active and assertive public roles. Cutter is an assistant professor of history at the University of Northern Iowa.

Inspirations for Your Awakening: A New Vision of the Ancient Book of Changes  
by John Dunne-Brady ’64  
AuthorHouse  
Based on thirty years of practice, study, and meditation, John Dunne-Brady offers a loose interpretation of the I Ching, a 3,000-year-old Chinese book of accumulated wisdom. Inspirations for Your Awakening is a practical guide for those seeking guidance or inspiration during trying times. Like the I Ching, it includes sixty-four spiritual symbols, or hexagrams, each representing a particular quality (such as faith, peace, or balance). Related text provides enlightenment, advice, and metaphors. An herbalist, artist, and author, Dunne-Brady lives in Silver City, New Mexico.

My Lord Bag of Rice  
by Carol Bly ’47  
Milkwede Editions

Stopping the Gallop to Empire  
by Carol Bly ’47 and Cynthia Loveland  
Bly & Loveland Press  
My Lord Bag of Rice is a collection of eleven new and selected short stories, each with unusual characters facing challenging situations that involve difficult moral choices. In Stopping the Gallop to Empire, Carol Bly uses a frightening personal experience on a runaway horse as an analogy for those afraid to take action as the U.S. government “gallops” from democracy to empire. She asserts it is never too late—or futile—to fight for a worthy cause. A Shout to American Clergy implores clergy members to use their passionate voices to help strengthen the U.S. judicial system. Bly envisions clergy members as having a unique moral voice to help right a perceived imbalance of power among the three branches of federal government. A creative writing teacher and public speaker, Bly is the author of numerous books, short stories, and essays. She lives in St. Paul, Minnesota.

The Arthur Avenue Cookbook  
by Ann Volkwein ’90  
HarperCollins Publishers  
Home to a lively community of Italian-Americans since the late 19th century, the Bronx’s Arthur Avenue neighborhood is known to many as “the real Little Italy.” Ann Volkwein’s third tome takes an up-close look at the area’s most colorful restaurateurs, market and deli owners, butchers, bakers, pasta makers, and others who, generation after generation, offer proffer authentic Italian fare and fill the streets with irresistible aromas. More than sixty recipes, lots of photos, and a visitor guide are included. Volkwein is a food and lifestyle writer in New York City.

Football Physics: The Science of the Game  
by Timothy Gay ’71  
Rodale Books  
“Whether your primary interest is popular science or pro football … you will come away with an increased appreciation for some fine points of a great game,” says Bill Belichick ’71 in his forward to Football Physics. In entertaining and understandable terms, Timothy Gay explains the effects of the laws of physics on the flight of a kicked ball, on blocking and tackling, and on optimal chase strategies, as well as on some of the most memorable plays in football history. An avid football fan, Gay is a professor of physics at the University of Nebraska at Lincoln.
Vanishing Kingdoms: The Irish Chiefs and their Families
by Walter J.P. Curley ’40
Lilliput Press

Though most historic Irish aristocratic families have lost their privileges and territories in a democratized 21st-century Ireland, Walter Curley creates a living link to the Emerald Isle’s aristocratic past through interview-based descriptions of twenty recognized Irish chiefs and their families. Stories of the descendants of territorial kings and sub-kings give a rich and multifaceted view of Irish history and society. Curley, a former U.S. ambassador to Ireland and France, divides his time between Manhattan and Newport, County Mayo, Ireland.

by George A. Berry III ’37
Rodale Books

Founded in 1881 in Illinois, the American Terra Cotta Corporation fabricated architectural earthenware that has added character and color to more than 8,000 buildings in the United States and Canada. Terra cotta is an ancient building material that regained popularity in the late 19th and early 20th centuries for its fireproofing qualities, economy, plasticity, and enduring color. George Berry, former chairman and CEO of the American Terra Cotta Corporation, provides a history of the company and describes the manufacturing process of this once important industry. Berry lives in St. Charles, Illinois, and Key Largo, Florida.

Havana
by Richard Pitnick ’73
Itzamna Press

An oversized book of vivid black and white photographs of people, places, panoramas, traditions, and everyday life, Havana is Richard Pitnick’s first in a proposed series of photography books examining the history and culture of Latin America. “It is in the city of Havana, a timeless dreamscape of light and shadow, that the cross-pollination of art and history blossom forth to reveal Cuba’s unique cultural identity,” says Pitnick. A freelance photographer and writer, Pitnick is based in Carmel Valley, California.

Letters to a Young Doubter
by William Sloane Coffin ’42
Westminster John Knox Press

Letters to a Young Doubter is a compilation of William Sloane Coffin’s correspondence with an imaginary college student throughout an academic year. He addresses the young man’s doubts about faith, difficulties in the student’s personal life, and confusion about an ever-changing, often unjust world. Coffin’s letters offer perspective and sage advice, and demonstrate that doubt can actually help one’s religious faith grow stronger. A renowned preacher and activist, Coffin, who died in April, is also the author of Credo and A Passion for the Possible.

On and Off the Trail: Seventy Years with the Appalachian Mountain Club
Fredric A. Stott ’36
Appalachian Mountain Club

Fred Stott, secretary of the Academy from 1972 to 1982, tells a personal story of his seventy-year relationship with the Appalachian Mountain Club (AMC), beginning with his climb up Mt. Chocorua as an 11-year-old and including four summers as an AMC hut crewman in the mid-1930s. It is a tale of people, kinship, and the White Mountains of New Hampshire, as well as key events in the history of the 129-year-old AMC that Stott has lived and witnessed. The AMC recently named a large conference space after Stott in its new Highland Center at Crawford Notch, New Hampshire. Stott and his wife, Susan, both retired from PA and live in Andover.

The Sacramento Diaries
by Anthony C. Beilenson ’50

Based on his dictations between April 1973 and early 1975, former state senator Anthony Beilenson provides an inside look at the day-to-day workings of the California state legislature and his personal reactions to and thoughts about politics of that era, during which Ronald Reagan was governor. Stories reveal the frustrations, challenges, and satisfaction of legislative life. Beilenson served in the California state legislature from 1962 to 1976, then in the U.S. House of Representatives for twenty years until retirement in 1996. He now lives in Chevy Chase, Maryland.

The Boy Werewolf
by Colin J. Liotta ’03
Publish America

Young Ace Chapman finds living in Paris rather boring until a mysterious golden statue turns the unsuspecting teen into a werewolf. He soon discovers he is not alone. There is a secret underground village filled with werewolves—and only Ace can end their curse. Adjusting to life as a werewolf is tough, but so is protecting the mystical statue from an evil sorcerer who seeks its legendary power. This is Colin Liotta’s first work of fiction. An Andover, Mass. resident, the author is currently a student at Carnegie Mellon University in Pittsburgh.

These capsule notices were prepared by Jill Clerkin and Sharon Magnuson.
Phillips Academy offers a full complement of planned gift arrangements that:

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Donors who take advantage of the tax and income benefits of Andover planned gifts are automatically welcomed into the Samuel Phillips & Sarah Abbot Society.

Samuel Phillips & Sarah Abbot Society

How can you benefit today?
Oscar L. Tang ’56, president of the Board of Trustees, has announced the selection of six new trustees. Charter trustees Shelly D. Guyer ’78 and Joshua L. Steiner ’83 will begin the first of a possible two eight-year terms on July 1. They will be joined by alumni trustees Michael Schmertzler ’70 and Susanna A. Jones ’77, elected to four-year terms by the alumni body; Peter T. Hetzler, MD ’72, serving a three-year term as president of the Alumni Council; and Alfred A. Blum Jr. ’62, serving a two-year term as co-chair of the Annual Giving Board.

- Guyer is vice president for business development and investor relations at Nuvelo, a biopharmaceutical company in San Carlos, Calif. She served Phillips Academy as an alumni trustee from 1992–1996. A summa cum laude graduate of Princeton, Guyer also holds an MBA degree from UC-Berkeley.
- Managing principal and founding partner of the Quadrangle Group in New York City, Steiner received a BA degree from Yale and an MS degree from Oxford University.
- Schmertzler received a BA degree from Yale and an MBA degree from Harvard. Formerly an investment banker, he now chairs the Credit Suisse First Boston Equity Partners Investment Committee while advising a number of nonprofit organizations and teaching at Yale.
- Head of school at the Ethel Walker School in Simsbury, Conn., Jones is an honors graduate of Princeton and earned MA and MPhil degrees from Columbia.
- Hetzler is a plastic and reconstructive surgeon who practices in Little Silver, N.J. He holds a BS degree from Stanford and an MD degree from the University of Michigan.
- Blum, a graduate of Emory University, is chief development officer for the Harvard-Partners Center for Genetics and Genomics in Boston.

For more in-depth information on these new trustees, please visit the Andover Web site, www.andover.edu.